



Early Years Intent Implementation and Impact Statement

Intent

Our Early Years curriculum is based on the Early Years Foundation Stage (EYFS) Statutory Framework Birth to 5 Matters. These documents set expectations for children to achieve by the end of the Reception year. We aim to plan and deliver a carefully considered curriculum that meets the needs of all children. Our curriculum is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief, and cultural capital they need to succeed in life. It builds on what children know and can do, towards increasing knowledge and skills for their future learning.

At Croftlands Infants School there is a focus on language and vocabulary development, increasing opportunities for conversations and ensuring that all children can communicate effectively. We provide children with a secure knowledge of phonics, which gives them the foundations for future learning and prepares them to become confident and fluent readers. Our school's approach to Early Reading and Synthetic Phonics is Systematic. This ensures that children learn to read words and simple sentences accurately by the end of Reception.

We provide an enriching, purposeful, and stimulating learning environment both indoors and outdoors which promotes exploration and curiosity. Play is an incredibly important part of the learning process; this paired with adult-led tasks ensures we provide a balanced curriculum with the same academic ambitions for almost all children. For children with particular needs, such as those with SEN and/or disabilities, their curriculum is individualised to meet all of their needs.

Implementation

At Croftlands Infants School our children benefit from meaningful learning across the curriculum, ensuring that the children are immersed in a 'language rich' environment through a variety of stories, non-fiction texts, songs and nursery rhymes. New vocabulary is introduced regularly linking to the topic of learning, through whole class and group circle times, as well as in child-initiated play through high quality interactions with the children. New vocabulary is modelled effectively by adults supporting the play provision which encourages the sharing of ideas and curiosity about the world around them.

All staff at Croftlands Infants School are trained in delivering high quality Systematic Synthetic Phonics, using the scheme; 'Floppy's Phonics.' This ensures that children practice their reading both at home and in school using books that match their individual phonic knowledge. Our staff present information clearly to children, promoting appropriate discussion about what they are being taught. We communicate well to check children's understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, we respond and adapt our teaching as necessary to ensure that all children make the best possible progress. Staff in the Early Years promote a love of reading by carefully planning adult-led Literacy lessons based on stories or books of interest which link to the topic of learning.

Our staff are knowledgeable about the teaching of Early Mathematics and teachers follow the 'White rose maths' scheme. We provide adult led Maths lessons where children can gain a greater understanding of a range of mathematical concepts. Following these sessions, the children are encouraged to apply their knowledge in their play; through the high quality provision provided. We ensure that children have sufficient practice to be confident in using and understanding numbers as well as delivering activities that provide a strong basis for more complex learning later on. Across EYFS, the teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts.

In EYFS, our resources are chosen to meet the children's needs and promote learning. Our curriculum is taught through a wide range of topics chosen by the children and their interests. It focuses on teaching a balance of



skills and knowledge through play and is based on the needs of the current cohort. Regular assessments are carried out through observations, 'objective led planning', class/ group work and 1-1 sessions. The knowledge of the children is then used to inform future planning and to support any interventions that need to be put in place. Our curriculum and care practices promote and support children's emotional security and development of their character; giving clear messages to children about why it's important to eat, drink, rest, exercise, upkeep body and oral hygiene as well as being kind to one another.

Characteristics of Effective Learning are an integral part of the Early Years and are important when carefully considering the learning environment and the opportunities that will be available. They include 'finding out and exploring', 'being willing to have a go', 'being involved and concentrating', and being a 'creative and critical thinker'. Our learning environment is carefully planned with the Characteristics of Effective Learning in mind and is constantly adapted to meet the needs and interests of our children. As a team, we value the impact that provision can have and therefore have a range of opportunities for children to develop their Reading, Writing, and Maths, but also fine and gross motor skills. These skills can be developed both indoors and outdoors and can be targeted through engaging activities that encourage curiosity and exploration.

In EYFS, we strive on developing strong and positive relationships with our families. Communicating effectively with parents is vital in ensuring good progress for our children. We communicate weekly through Class Dojo and individual observations on Family. Our parents are well informed about supporting their child's learning at home, including how to help their children learn to read in line with our Floppy's Phonics scheme. Parents also get the opportunity to share information, termly, about their child during a 1-1 initial parent meeting, this helps us plan a bespoke curriculum focused on the needs and interests of every child.

Impact

The impact of our curriculum on what children know, can remember and do is strong. Our children demonstrate this through being deeply engaged and sustaining high levels of concentration. Alongside this, our continuous assessment ensures that our children make good progress towards the Early Learning Goals and reach 'good level of development' by the end of the Reception year. It also ensures that children are 'Year 1 ready' and can continue to make good progress as they move on to the next steps in their journey.

Our children, including those from disadvantaged backgrounds, do well. Children with SEN and/or disabilities achieve the best possible outcomes. Our children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way.

By the end of reception, our children use their knowledge of phonics to read accurately with increasing speed and fluency. They have the personal, physical, and social skills they need to succeed in the next stage of their education and present as highly motivated individuals. They share and cooperate well, demonstrating high levels of self-control and respect for others. Our children consistently keep on trying hard, particularly if they encounter difficulties, and have a very good understanding of our school ethos and expectations.

Most children achieve the early learning goals, particularly in mathematics and literacy. Our children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. Our children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment.

Our curriculum is reviewed regularly to ensure that it meets the needs of our current cohort of children.